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AUTHOR Allen, Lawrence A.
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ABSTRACT

This institute aims to help librarians create change in themselves and in their communities in order to achieve a re-establishment of the public library as a functional and needed institution within the community of the New England region. Forty librarians in leadership positions participated; these librarians were selected from each New England state from three levels: state agencies, regional libraries, and local public libraries. Public libraries are reaching approximately ten to twenty percent of the total population of the community. In order to achieve their objectives of information services to the community, librarians need a more aggressive approach. Librarians must not only state the nature of the libraries' case before the general public, but, also, be able to "sell" the libraries' programs and services within the general "market" of ideas, goods and services. It is also necessary for librarians to "re-create" the present day library in order to make it more effective and functional in the light of present day society's needs. This report documents the success of the Institute. Examination of the tabulated responses will indicate a general trend among most participants towards a changed attitude relative to their perception of their library's role in the community. (MF)

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Reaching the Unreached;

A Report of the Regional Action Workshop Devoted to the "Non-User" of Library Services

Springfield College
August 30th - September 4, 1970

by

Lawrence A. Allen
Dean
College of Library Science
University of Kentucky
Lexington, Kentucky

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I. Introduction

As a social institution public libraries are simply not reaching the people in the community. This statement can be made on the basis of the research that has been done and, also, on the basis of observation in regard to how libraries are not achieving their objective of information services to the community. More specifically, public libraries have not reached the general community in which they reside and although we have varying statistics as to how many people are reached in a particular community, I think that we can safely state that public libraries may reach 10 to 20% of the total population of the community... if that.

It is possible, of course, for those of us in the profession to attempt all sorts of defense mechanisms in attempting to defend or to justify why it is that public libraries do not reach more of the people in their communities; however, I believe that it is equally incumbent upon those of us in the profession to look realistically as to just what is happening and to take steps to remedy the situation. In short, it is up to us as librarians to fulfill our purpose as "public librarians" and to not only state the nature of our case before the general public but, also, be able to "sell" our program and services within the general "market" of ideas, goods, and services wherein we compete with many other institutions and social organizations. In short, we need a more aggressive approach in fulfilling our function by more aggressive librarians.

That there is a need for librarians and public libraries to initiate new programming in order to achieve its stated functions and objectives is to state the obvious by means of understatement! If we assume that there is a need for public libraries in the general culture and we further assume that institutions such as we have in the present day are not serving that particular function, at least, in the way in which we feel it to be effective, then it is necessary for the "professionals" to create programs and develop new ideas and thinking in order to "re-create" the present day institutions to make them more effective and functional in light of present day society's needs. It is just upon this basis that the institute entitled, "Reaching the Unreached" was devised, developed and implemented in order to place public librarians into a more "active role" rather than what we have been characteristically assigned by the public, i.e., apathetic and accepting rather than initiating and demanding.

I. Introduction (Continued)

In short, we wanted to help forty librarians to the point that they could create change in themselves and in their communities in order to achieve, in some partial sense, a re-establishment of the public library as a functional and needed institution within the community of the New England library region.

The primary purpose of this institute was, therefore, directed to librarians who were searching for ways for the library to become more relevant in some of the social issues of our time and more specifically, how to reach those who are not using library service, i.e., the "Non-user". Without question, non-users are found in the educated part of our society as well as the undereducated, the rich, as well as the poor, and the rural areas as well as the urban. It was our feeling that this institute should commit itself to changing librarians to "commit themselves" to the concept of directing their libraries aggressively and creatively toward that end of expanding opportunities for those non-user groups who are not utilizing the public library to its fullest capacity. Specifically and directly, therefore, the "results-oriented" purpose of this institute was to help librarians develop an action program that would help the library encompass more of the non-user groups in their communities.

II. Planning

It was evident to the institute faculty that the planning of the institute should involve a number of people at many different levels prior to the actual implementation of the institute itself. Also, it was clear that what we were really dealing with was the basic concept of "change". And, most importantly, we were concerned with "change" both within the library and outside of the library. In other words, before developing active programs for the community the issue of whether or not your library and its staff is reaching to move into such programming has to be confronted.

It is our feeling that the planning process that we used for the New England institute was one of its most unique features and one of the most contributing factors to its success. One person was asked from each of the six states to participate in a planning committee which was to meet as a group in Boston. From some of the states we had more than one and these people were considered as guests of the Planning Committee and actually became part of the Committee itself. It was the purpose of the Planning Commtttee to get together

II. Planning (Continued)

with institute directors and prior to the institute to assess the needs and react to a tentative program as designed by the directors of the institute. In the process of reassessing the needs and the groups to which the institute would be directed, it became evident that the Planning Committee felt very strongly that the institute should be directed not simply to the inner-city disadvantaged, but rather to interpret disadvantaged in a broader sense as those people who are not currently receiving library service both in the rural and urban areas. Consequently, the intent and focus of the institute was changed almost immediately on the basis of the input from the Planning Committee.

Another significant point that was developed in planning with the Committee was the development of Selection Committees in each state which would include a member of the Planning Committee plus a member of the State Library agency and one other member from the state at large. The Selection Committees were responsible for being the first line of "screening" of the applicants which were then sent on to the Institute Director for further screening. Also, and of great significance, was the fact that the state agencies in each state were involved from the very beginning. Each member of the Planning Committee was asked to go back to his or her particular state and ask the state agency if they would be responsible for mailing out the brochures and applications plus a covering letter from the state agency. Each agency volunteered to do so and this, then, immediately began the concept of building support from the state agencies which proved to be extremely helpful in a number of ways. Not only were the state agencies very effective in distributing the applications and materials but they also proved to be very helpful as far as communications were concerned as the responsible agency working with librarians throughout the state. Also, as it turned out, and on the basis of our premise that the state agencies are the key agency within the state relative to creating effective change within that state, the involvement of the state agencies had real and significant implications for carrying out future change in the state and the region, as well as establishing future institutes on a regional basis.

Furthermore, the development of the Planning Committee from the very beginning provided an opportunity for the possible participants, that is, Planning Committee members,

II. Planning (Continued)

to become involved in changing the design of the institute itself. And, this they did very well. Not only in the focus of the institute, as mentioned above, but also in other ways in which the institute was designed and developed. Recommendations for timing of the institute, sequencing of learning experiences, materials that might be useful and specific learning needs, were suggested. Members of the Planning Committee were also asked to be participants in the institute and became what was later called the "Feedback Committee", which was the major instrument for the continuing evaluation of the institute itself. More will be said about this Evaluation Committee later on in the report.

III. Design

In the design of the specific learning experiences for the program, data was gathered from the Planning Committee as well as from our own experiences in having established a number of such workshops and institutes in continuing education in the field. Being adult educators in the field of librarianship and somewhat experienced in the design of programs for adults, we utilized the basic concepts of program design especially placing great emphasis on the "involvement" of those who were to be participants in the institute, as well as those who could carry on the change following the institute.

In the design of any educational program it is absolutely imperative that specific objectives be established as clearly and concretely as possible. Optimistically, it is best if these can be set down in behavioral terms so that they can be measured in the evaluation process. Consequently, the objectives that were designed for this institute and the means by which we hoped to achieve these objectives were set down as follows:

Objectives:	Means:
1. to prepare participants to identify non-library users in their community-- who they are and why they are non-users.	Input on awareness of community; input on discovered inner city needs. Data collection prior to institute. Team interaction and critique.

III. Design (Continued)

Objectives:	Means:
2. to develop skills of identifying library needs of non-user.	Input and interaction - role of library in community, testimony.
3. To develop a model of an action program designed to meet non-user needs & to be implemented by the library in the community.	Input and exercise sequence - action planning. Panel and team critique. Staff counseling.
4. To plan for an approach for implementing the action program.	Input on change strategies Team development and critique Staff counseling.
5. To develop intergroup & use personal skills which can be used as "tools" in successfully implementing action programs.	Inputs and exercises: communications; team building; helping relationship; decision-making; cooperative squares.
6. To plan evaluation methods methods to be used in determining the success of the action plan after implementation.	Input on evaluation of programs Testing and critique of programs and the institute itself.

Another essential ingredient of any program developed on sound design principles is the incorporation of continuous "feedback" and revision of the program on the basis of that feedback. In other words, the program should continue to meet the needs of the participants and invariably those needs change during the workshop itself. Prior to the institute, objectives are designed on the basis of projected or assessed needs, by the institute directors but as the program develops, many of these needs change either in depth or intensity or, indeed, new needs come in to take their place. This is exactly what happened in this institute. The program was continually modified and kept flexible enough to meet the needs of the participants which turned out to be much broader even than those that were designed by the Planning Committee.

III. Design (Continued)

And, the manner in which this was done was also of significance in that it provided learnings for the people on the Feedback Committee itself, as well as the participants in the "institute community".

Each day, the Feedback Committee met with the design team (the design team being composed of the Institute Directors and faculty) plus any members from the institute group which wished to participate in these design meetings. In other words, these were known as open design meetings and were available to anyone who wished to attend. They were held in the morning or in the evening at a time when anyone could be present. This provided an opportunity for people to give their "input" in order to redesign the institute to meet their needs as they saw them. This was another unique feature of the institute, that is, the openness of design meetings combining the feedback and design teams and more will be said about this when we discuss evaluation.

All of the above objectives were not met by the entire group and some were met in varying degrees by different participants. This, of course, happens in every group and this institute was no exception. It would only be fair to point out that objective #3, Developing An Action Plan, was really not met by most of the participants of the Institute itself. It was felt by the participants that they had greater need for interpersonal and group communication skills and that we should spend more time with these so that they could then go back to their communities and involve the people in the planning and development of their action plans. This made a great deal of sense to us, as institute directors, and, accordingly, we redesigned the program. However, there were individuals within the group who were fairly well advanced with their action plan development and we worked with these people on an individual basis in helping them with their program development. Also, this pointed up very significantly the strong need for follow-up sessions so that action plans are not developed in somewhat of a vacuum at an institute but rather developed in the natural way in which they should be, that is, involving participants from the community and from your own staff in the development of action programs. Interestingly enough, this is exactly what happened as people returned to their home scenes and began to develop their action plans in more concrete forms utilizing their staffs and people from the community.

III. Design (Continued)

Another reason, and a very important one, for not meeting all the objectives as stated above, was the fact that objectives emerged from the institute process. One of the most significant of these that developed at the Institute, and one that was discussed in some detail on the last afternoon, was the development of a network of change agents on a regional basis in New England. In fact, the participants were so "turned on" that they developed a program for the New England Library Association meeting follow-up session where we would make use of what we had learned at the Institute and attempt to share this with other librarians from New England in a very real and concrete way. In fact, the group became so specific as to suggest the creation of a booth for the Institute at the New England Library Association at which time they would use the audio tapes and visual slides which were taken at the Institute itself. The booth itself would be manned by the Institute participants and that some material used at the Institute would be distributed as well as showing the slides and tapes. More will be said about this in the section entitled "Follow-up".

IV. Methodology

One of the major strengths of the Institute can be characterized best in that it met the "real" needs of the participants. This is the virtue of the laboratory learning methodology wherein it is a mutual learning experience on the part of both the participants and the faculty. Indeed, the Institute was a community within a community. The constant involvement of the participants in the learning process and asking them to become involved in the decision-making process as to what should be included or not included, how the program should be re-designed to meet their needs, created a tremendous amount of learning on their part. More specifically stated, the learning from the Institute was not brought about entirely on the basis of the content that was provided but even more so from the "process" which was utilized throughout the Institute itself. A process of creating a learning climate through involvement where participants could learn according to their own needs and style.

Because the participants were so involved in the learning community, one could call the Institute itself a microcosm of a macrocosm in regard to the process of developing action programs and creating change within one's community. On the basis of their involvement the participants learned how to move from dependency to inter-dependency.

IV. Methodology (Continued)

That is, how they might achieve greater independent thought on their own as well as inter-dependency of themselves in relation to other members of the community at the Institute. This had real implications for participants when they returned to the "homefront" to realize the inter-dependent nature of the library and how this could be a real strength in developing programs in the community. This methodology had real impact on developing the effectiveness of the participants in their own system -- that is, their own library, upon their return to the job.

Realizing the necessity of involving those people to be effected by the decision in the decision-making process as well as utilization of inter-personal and group communication skills provided greater evidence to the value of the methodology that was utilized. Also, throughout the entire program, constant reference was made to data that was provided by the action within the group itself. In other words, in order to teach some of the concepts that we were attempting to, that is, awareness, and awareness of oneself and the effect that a person has upon groups and groups have upon you, we made constant reference to what happened within the group itself and generated data known as what was happening "here and now" rather then making reference to intellectual concepts and theories or what happened "there and then" back on the job or wherever. On the basis of our experience, and that of many other people involved in the process of education and attempting to change people in communities, it is absolutely imperative that one have great awareness of oneself before any outreach program or, indeed, any other program can be effective or accepted within the community.

Realizing that this type of methodology is unique and not utilized within many institutes or workshops that the participants would have been familiar with, we then thought that we might deal with this issue prior to the participants coming to the Institute and mailed to each person what we referred to as an "open letter to the participants". In this letter we described the methodology that we would be utilizing and that we would discuss this methodology on the first evening of the Institute. A copy of this open letter is included in the appendix.

On the first evening of the Institute itself, we conducted what might be referred to as an orientation session wherein we went over the objectives, methodology, and asked

IV. Methodology (Continued)

for an agreement with the participants that if they were willing to be flexible enough and willing toopen up to some of the newer methodology that we would be utilizing, that we would then, in turn, be as open and flexible as we could in designing the learning experiences that would be most conducive to creating the effect that we would be seeking as a group.

Throughout the methodology, one of the keynotes that can readily be recognized is that of flexibility. Constantly, the interaction of the faculty and the participants brought about new decisions in regard to needs and program development. There were times when the professional judgement of the Institute Directors was necessary in order to determine the best learning experiences. It is necessary for faculty in this type of methodology to have a range of alternatives which will fit into the design structure to meet the needs as developed by the participants. Extensive and continuous planning is really the only sure route to effective flexibility. And, this was proven over and over in the Institute as we modified the program to meet the needs of the participants.

V. Participants

As mentioned above, the participants for the Institute were selected by the "selection team" which was composed of one member of the Planning Committee plus a member from the state library and another member from the state at large. In general, this was an excellent methodology for the selection of participants because it provided the opportunity to have participants selected on a local basis and then screened through the Institute Director and Co-director. In that there were six states represented in the region, we asked that six people be selected from each state and that four would be selected at large from the six states. Fortunately, we decided upon this as a methodology because in addition to involving the state agencies we also involved all accredited and non-accredited library schools in the region in asking if they would send a representative to the workshop. The dean of one library school did attend the workshop, Dr. Judd Humiston, Dean of the Library School at Rhode Island University. Also, we were looking for participants who would be representative of both rural and urban libraries. In addition, we were looking for representatives from the state agencies. In short, what we were looking for

V. Participants (Continued)

was the "leadership" in the state which would be able to return to the home scene and create effective, planned change back on the job. Also, it was our intent to have a "state team" from each state which would then constitute a "support network" when the team returned to the state. As it turned out, rather than ending up as "state teams" what did occur as a result, was a support mechanism throughout the entire region plus active members from each state forming together to develop further workshops, institutes, and continuing education programs back in their states. This is one of the most effective and tremendous impacts that the workshop had.

Forty people were invited to the Institute and 39 appeared. We do feel that the number was just about right in ratio of faculty to students and there was ample opportunity for students and faculty to interact throughout the entire workshop. A good deal of consultant help was provided by the faculty to the participants throughout the workshop in regard to their action programs. Also, being that we had set the workshop up in the sense that it was a microcosm of a community which could be similar to their home community we asked each of the participants to utilize each other as resources because there was a great deal of talent in the 39 people who were present. At first, the participants did not look upon this as a resource and were somewhat skeptical but, as the workshop developed, namely, about Tuesday or Wednesday, they began to recognize that there was a good deal of talent and experience which they could draw upon.

Without question, substantial personal and professional growth has been developed in each of the participants which is shown very vividly in the feedback report and the follow-up session which was conducted at the New England Library Asscoiation meeting. Although this has been mentioned before and will be mentioned again, the greatest impact that the workshop had was the change of attitudes within the participants and the effect that this had upon them in creating change and action programs back on the job.

VI. Faculty

The faculty contributed significantly to the success of the workshop and we feel they did so because they represented not only library talent, but also come from fields outside of library science. Specifically, we had people who were

VI. Faculty (Continued)

experienced in community leadership and development as well as others who were engaged in other community agencies and in working with the community. These people contributed a great deal to the workshop in providing some of the theory in a very practical way in regard to the community and change within the community and how to effect change. In addition, we had practitioners from the library world who had worked with disadvantaged groups and these faculty members gave eloquent testimony to just what might be done in the various communities.

In addition to being faculty members and providing input and consultation services to the participants, the Institute Director and Co-director were actually the facilitators and integrators of the entire workshop. This was an essential element of the workshop in that when having outside people involved in the workshop with specialities other than those in library science, it is necessary to integrate these into the workshop and this can best be done by people who have experience in both fields, that is, the world of library science as well as the outside field, be it sociology, psychology, community development, etc.. This tended to work very well and, again, the evaluation report brings this out very vividly.

Another very significant aspect of the faculty is the manner in which it worked together with the Planning Committee, workshop coordinators and the participants themselves. Each faculty member understood the "laboratory method" and subscribed entirely to it which meant that it was a great deal easier to work as a group rather than having a disjointedness of different methodologies. This, again, was a real strength of the workshop and one that we would recommend to be considered when developing future institutes and workshops. Typically, what happens is that a number of people are brought together as faculty members who have usually not worked together and know very little about each other and, particularly, the methodology which tends to confuse and provide levels of intensity of information and process for the participants. Without exception, the faculty worked as a very well knit group and brought off the workshop extremely well.

VII. Materials

A good deal of material was distributed both before and during the Institute itself. Prior to the Institute an open letter was sent to each participant describing the methodology as well as the Institute agenda and a questionnaire

VII. Materials

composed of two questions. Both the open letter and the agenda are included in the appendix. The two questions asked of each participant before coming were: What programs are being provided by your library for what groups in your community? Secondly, what groups are you not reaching now and which you would like to reach? And why? This provided an opportunity for the participants to begin work before the workshop began and also gave them an opportunity of looking at their community which included both the library as a "community" and the community in general. Also, one of the things that we were interested in was whom would they contact in order to get the information about which groups were they reaching. It was interesting to note that in order to get the information they had to see the administrator or someone in a superior position to theirs -- and how difficult this was for some people to do.

A glossary of terms peculiar to the methodology and concepts of change, community development, interpersonal relations and group communications, etc., was included for each participant so that we would have some common base of understanding prior to beginning the workshop. Also, two different bibliographies were developed and distributed to the participants. These bibliographies and a copy of the glossary are included in the appendix.

Perhaps our greatest attempt at providing materials for the participants was to develop an "institute library". In this library we included a great many books and materials, both print and non-print which many of us had worked with before and which we asked the Springfield College librarian, Gerry Davis, to provide for the participants. He did a tremendous job in pulling these materials together and, in addition to the print and non-print materials in a hardbound fashion, we also duplicated two copies of each of the significant articles in the bibliographies and provided these for the participants in the library. It really became one of the best stocked libraries in working with "disadvantaged groups" and working with concepts of change in the community that I have had to work with at an institute.

About the middle of the week or so, when it became evident that the participants were also resources in the group, each participant used a large sheet of newsprint to describe his or herself in regard to his experience, education, present job, interests and expectations and

VII. Materials (Continued)

particular expertise that he or she might offer to the participants. These were all posted around the workshop room so that everyone would have a chance to utilize these people as consultants in developing their action programs.

Three books were distributed for each participant at the workshop and which they were able to take home. "Studying the Community", American Library Association; "Making Good Communities Better" by Irwin T. Saunders; and "Encouraging Community Development-- A Training Guide for Local Workers" by W. Biddle and L.J. Biddle. These books proved to be so successful that one librarian from Connecticut called later and asked for forty additional copies to distribute to his board and members of his community.

A good many other materials were distributed to the participants throughout the course of the workshop, such as, an "Action Program Planning Package", a programmed instruction booklet on "Problem Analysis", and many other reprints of materials proved useful and pertinent. A list of the materials which were distributed is included in the appendix.

Materials emanated from the Institute, for example, video-tapes were made of two of the sessions at the Institute and slides were made throughout the Institute which became the special materials utilized in the booth which was set up at the New England Library Association convention a month later, October 7th-10th, at Wentworth-by-the-Sea. These materials have become part of the Springfield College library.

VIII. Institutional Support and Physical Facilities

In general, the physical facilities were adequate and in the majority of cases the College was responsible to making available to the Institute whatever facilities were required. One of the difficulties that we encountered was the fact that the Institute came between the end of summer school and preparing for the regular academic year, which meant that some personnel was not present which might have been helpful to the Institute Coordinator who was responsible for the logistics of the Institute. In any event, no major problems were encountered and everyone worked together to solve anything that did develop. A number of comments were made about the food which was excellent and the people who were involved in this part of the Institute were among the

VIII. Institutional Support and Physical Facilities (Continued)

most cooperative that we have ever had the chance to work with--a very good group.

Overall the administration of Springfield College received the institute with a great deal of interest and, in addition, they were responsive to the needs of the participants in the institute. However, in some areas such as the dorms there was a little confusion caused by the lack of experience in preparing for an adult-type institute such as this. It would seem that Springfield College would have an excellent opportunity of developing a center at Springfield for such adult education activities which could become sort of a regional center for such.

The Public Relations Department of Springfield College really did an excellent job for the institute and developed a number of pieces of publicity such as an individual article for each participant and sent to the hometown newspaper, as well as general articles distributed throughout the New England region. In addition, they were responsible for the development of slides throughout the entire institute and which provided some excellent materials for future institutes and workshops in working with such groups as this.

Overall, it could be said of the impact on the regular academic year program of the institution could be looked at in a restrictive manner. That is, the date of the institute was at a time when summer school was over and, in most cases, the physical facilities were being refinished or prepared for the coming academic year. This had some effect since some facilities were not available and could have been helpful possibly to the institute and its participants. However, neither the regular academic yearly program nor the faculty seemed to be affected one way or another by the institute and, again, this is perhaps due to the fact that it was conducted at the time as mentioned above. Yet, it should be recognized that there were faculty members who were on the Springfield faculty and who would carry some of the messages to the faculty itself in a more general way and, furthermore, there were participants from the Springfield area who then gained a great deal more information about Springfield College and could "communicate" this word to the entire community.

IX. Major Strengths of the Workshop

There were a number of strengths of this workshop. Some came after the workshop was over and people began to think

IX. Major Strengths of the Workshop (Continued)

more about what could be done with the workshop skills and knowledge they had developed. In any event, we would think of the following as the major strengths of the workshop:

1. The unique planning feature of the workshop and the involvement of the regional people from the very beginning. The involvement of the state agencies and the library schools from the beginning so that a "support system" was being developed from the very first possible opportunity.

2. The tying together of the Planning Committee and "Feedback Committee" at the institute itself. That is, the Feedback Committee was composed of people who were also on the Planning Committee and this provided a beautiful continuity to both features.

3. The laboratory methodology which was utilized in the workshop appeared to be one of the most valuable features of the workshop itself. Looking at the participants in the workshop as a "microcosm"of the community itself was another feature of the methodology which proved to be extremely helpful in tying together the community back home with the community which they were presently in. Also, the constant involvement of participants and faculty in the continuous interaction of the group plus the continuous "feedback" which provided for continuing and flexible change to meet the needs of the participants.

4. The concentration on the process of change as well as the content relating to the community was particularly helpful in that each participant was very much involved in the process of change within the institute itself as well as its application to the process of change in the community to which the participant would be returning.

5. The wide use of varied resources and techniques such as demonstrations, exercises, lectures, interaction styles, was an additional strength to the institute--particularly the use of varied personnel as well as a number of different materials distributed at various times throughout the institute. The establishment of an institute library plus the use of participants as resources and the actual application of the content and process to the development of an action plan contributed to the reality of the program.

6. The selection of the participants and the process of selection was indeed a very real strength of the institute because the people came with a real sense of commitment to the workshop.

IX. Major Strengths of the Workshop (Continued)

7. A tremendous strength was the "follow-up" to the institute, which provided additional consultation help when needed; also, gave reinforcing possibilities of change to each participant, and created increased possibilities of implementing change back on the job as well as a self-evaluation process, and workshop evaluation.

8. The residential nature of the institute was also another strength wherein the participants had a chance to interact with each other in designing their own learning experiences as well as social experiences.

9. A real and definite strength of the workshop was the continuous, constant revamping of the program to meet the emerging needs of the participants.

10. The presence of Arlene Hope as an observer and participant provided a great deal of help in that she gave keen and acute observations to the staff and was a resource for participants in a variety of ways while she was there with us.

11. The involvement of the state agencies and to a lesser extent the library schools is underlined again as a major strength of the institute which provided contact with the participants when they returned to their individual states. This also provided a support system to strengthen the skills and resources of the participants when they returned to their home jobs.

12. The application of the integrated skills of librarians, adult educators and community agents, that is, pulling together the new skills of a change agent and community development and applying them to the librarian's world.

13. The preparation before coming to the institute was, indeed, an advantage and strength in that participants received correspondence at least three or four times before coming to the institute in the nature of the open letter and packet of materials that was sent to them. Also, add to this the follow-up and the correspondence that was conducted with faculty and participants in a variety of ways.

14. The blending and integrating of the full and part-time faculty and other resources into a combined package with the laboratory methodology was indeed a strength.

15. Assigned and accepted responsibility of a "Feedback Committee" to gather the information and collate the evaluation reports saved a great deal of time for the faculty and, in addition, gave the Feedback Committee another learning experience as well as giving them the feel of the entire institute.

IX. Major Strengths of the Workshop (Continued)

16. Scheduling of a follow-up session at the New England Library Association for a full day with the participants and a session with the entire group at the Association's conference was, indeed, a "stroke of genius" and provided the continuity which gave greater reinforcement to the participants so that they then went back into their communities with even greater strength then the institute had provided.

17. The greatest strength of the institute was the impact which was felt in the communities on the basis of what the participants had learned and what they had carried back to their communities both inside and outside the library. And, the continuing development of programs and ideas about the development of a network of change agents on a regional basis in New England is really one of the most important and continuing results of this workshop.

X. Major Weaknesses

Within every workshop or institute there are bound to be some difficulties that can be looked at and possibly eliminated in the development of future workshops. And, this one was no exception. We would list the major weaknesses of the workshop as follows:

1. Our greatest difficulty was the attempt to establish a cooperative working relationship and program between two institutions, namely, Springfield College and the University of Kentucky. In addition to the problems and expense of communications which were an inevitable kind of difficulty and with attempts being made constantly to work them out, there was even a more basic problem, that is, what I would call the two different philiosophies in regard to what it is that we were doing. More specifically, there did not appear to be as much "expertise" or experience with this type of education in general at Springfield College and, again, more specifically, the Vice President of Business Finance of Springfield College. Also, with the lack of experience in preparing proposals and budgets for such workshops on the part of the Vice President for Business Finance at Springfield, many problems were encountered which could have very easily been taken care of. Finally, when the responsibility for the workshop was designated to Jim Piscioneri, Associate Director of the Division of Continuing Education, at Springfield, it was then, and only then, that we began to really work out the details and move ahead with real progress. This is mentioned here primarily from the point of view of making sure that when other institutions are thinking of cooperating together that what they do is have initial planning and get acquainted sessions so that each institution's representatives are

X. Major Weaknesses (Continued)

well aware of each other, what their expectations are, and what it is that both of them are attemoting to do. This is not a statement to discourage co-operation and collaboration between institutions but rather to encourage it.

2. Another weakness of the workshop was the incorporation of administrative details in the hands of the Institute Director, while at the same time having the Institute Director be a faculty member. In other words, it is absolutely essential that someone be available constantly throughout the workshop to handle the logistics and administrative details rather than the faculty or institute coordinator. And, further, that these people should be trained in the mechanics and logistics of workshops which is absolutely essential to the success of any educational experience. At times, it is felt that this kind of responsibility of a workshop can be handled by most anyone--but this is really not the case. Also, it is most important that the person who is responsible for the logistics not only be present at the institute itself but also at the planning and follow-up sessions of the institute to make sufficient meaning and impact of the experience in the sponsoring organization.

3. Another weakness occurred in the workshop itself in that there was a need for more participant and staff time outside of the meetings so that there would be opportunity for use of the library as well as "think time" and an opportunity for individuals to gain more knowledge of each other in social interaction.

4. The lack of informal facilities for social activities for the participants became readily noticeable and that this is undoubtedly due to the fact that the College was closed down at that time--in future institutes this should be taken into consideration. Such social activities actually are part of the educational process in that they provide another means of interaction and learning in a different climate.

XI. Redesigning the Institute:

On the basis of the feedback received from the Evaluation Committee and observations and evaluations by the Institute Coordinators and faculty, the following recommendations would be made and considered:

1. That some members of the feedback team might better be selected by the institute group in addition to those selected beforehand.

2. That there should be much more planning time with the faculty prior to the Institute and more ample opportunity for the faculty to become better acquainted with each other. Although this worked out very well with this workshop, it was primarily because we had worked together previously.

XII. Evaluation:

Evaluation is always a complex subject and yet an absolute imperative to any learning experience. It is also what we consider to be a continuous process and one that does not take place only at the Institute itself, but prior to the Institute when one evaluates the planning and the program that has been developed. Evaluation takes place at the Institute itself on the basis of continuous evaluation and modification of the program to meet the emerging needs of the participants, and also takes place at the end of the Institute to get the initial impact of the Institute itself on participants. Again, it takes place when we attempt to see what the learning has been and the possible implications for the application of these learnings back on the job and, then, the actual application of these learning experiences to an action program and an evaluation of the results of just what has been learned. It is this latter that is most important. Evaluation then is a many faceted process.

As was mentioned earlier, the feedback team was our major source of evaluation at the Institute itself and a final appraisal of the Institute. They worked very closely with the faculty member responsible for evaluation and developed a number of forms to elicit comments and information from the participants themselves. A different form was used for each day and one for a final evaluation. These forms are located in the appendix along with the evaluation report itself and immediate reactions from the Institute Directors.

We feel that the Feedback Team provided an evaluation report which was a very objective one from a number of points of view.

XII. Evaluation (Continued)

First, it was objective in the sense that the Feedback Team, the participants, were responsible for the evaluation and, secondly, that the Feedback Team took the final evaluation reports home with them and developed their own evaluation report without the interpretation or examination of the faculty getting involved. In other words, it was a very objective evaluation and one which we feel contributed a great deal to the strength of the workshop. As mentioned, a copy of this evaluation from the Feedback Team is included in the appendix.

However, a true evaluation or a "results" evaluation is not possible, as yet, although we did get some indications of this at the follow-up session of the New England Library Association meeting. Many of the participants have already initiated programs of their own, some of which went far beyond our expectations as to what would happen -- for example, a couple of proposals have already been initiated by the participants and submitted to the state agency for funding in order to reach some of the unreached groups in their communities, others are working inside the library creating new staff policies and procedural changes in order to create change within their institution so that they will be ready to move into the community in a more effective manner, others are using entirely new approaches to the community such as involving many other political agencies in the planning process, involving their staff and reaching other unreached groups, etc., etc., and throughout what has been very encouraging is that each of the individual participants have been working with the state agency, wherein this does provide a great deal of strength. In brief, a number of creative ideas have been developed resulting in action programs.

Without question, one of the most effective things that we did at the Institute was to initiate the follow-up at the New England Library Association meeting. in some ways this was more effective than the Institute, actually effecting change because people had a chance to digest what the Institute had provided. Then, when we got together at the follow-up, it was another reinforcement of what they had learned and also an opportunity to consult and test their ideas and programs with each other as to what might be developed back home in a further way.

As was mentioned above, an evaluation was held of the Institute on the final day and a tape is available of this evaluation. What is most significant here, it seems to me, is the fact that the evaluation revealed the group working more effectively as a total group and coming up with decisions that in the first part of the week would have been an impossibility. Also, it was significant

XII. Evaluation (Continued)

in that this kind of evaluation was such that the group was thinking about how they then might communicate what had been learned at the workshop to other people throughout the New England region and it was on that basis that they developed the concept of having a booth at the New England Library Association convention with the space provided free of charge by the President of the New England Library Association, at which time materials were distributed to people who would come by the booth and the video tapes and slides were shown at that time. Something like 300 or 400 people availed themselves of the booth at NELA which proved to be very effective.

Again, at the risk of redundancy, one of the most significant changesthat came about was the change in attitudes on the part of the participants and their tremendous enthusiasm as they returned to their jobs in the various states. The camaraderie and group spirit was built up among these people -- is continually being built -- by a variety of means and communications both personally and by correspondence and particularly by the development of action programs and the possible development of further institutes in each state. It is this "impact" which was so difficult to convey to the audience at the New England Library Asscoiation meeting which the participants saw as being difficult and followed up on an individual basis, speaking to small groups and individuals throughout the various states. At the present time, a great deal of activity is going on in each state for possible development of follow-up institutes in each one of the states.

XIII. Follow-up:

A good deal has been said about the follow-up and the necessity for such in any workshop or institute, but I think it essential that a few more comments be made here. The booth that was set up at the New England Library Association meeting was particularly successful and we are still hearing comments about what happened there and inquiries for further information from participants at the New England Library Association meeting. Also, it provided an additional opportunity for evaluation and feedback and the Feedback Team took the responsibility of setting up the booth, working out the details for the logistics at the convention itself and gathering "feedback" from the participants at the New England Library Association meeting in regard to the general session which we provided that evening.

XIII. Follow-up (Continued)

An open letter of "invitation" to attend the general session at the New England Library Association was sent to each librarian throughout the six New England states. This was distributed through the state agencies. Again, here is the very helpful nature of the state agencies and their most effective cooperation in working with us throughout the entire Institute and following the Institute as well. Each of the states took the responsibility and paid for the mailing of these invitations to the librarians throughout the state. A copy of this invitation is included in the appendix.

The enthusiasm of the participants in the Institute ran high throughout the Institute and after it, as well. One of the participants, a very talented participant, who was also on the Feedback Team became so enthusiastic that what he did for the general session at the New England Library Asscoiation meeting was to write a song based upon the Inst-tute. A copy of this song, "The Little Black Box" is included in the appendix.

Again, on the basis of the enthusiasm and the reinforcement that was received on the part of the participants and the faculty at the follow-up meeting, and the need as perceived by the participants and faculty for the continuation of the development of a network of change agents on a regional basis in New England, a tentative draft proposal in outline form was created following the NELA meeting. This was then duplicated and distributed to the Planning Committee of the Institute back in New England, the state agencies, the faculty of the Institute and Mr. Frank Stevens of Washington, for reactions as to what would be the feasibility of having six follow-up institutes, one of them in each state, utilizing the participants of the workshop as faculty members in this institute which would provide an opportunity for participants to further their skills and knowledge in what they had learned at the Institute as well as spreading the word and developing a network of change agents in New England. It is anticipated on the basis of the "feedback" that this proposal will be drafted and submitted to Washington for funding. A copy of this tentative proposal is included in the appendix.

XIV. Conclusion:

It would be impossible to summarize this Institute. We feel that we have never been as close to success as we are now in the incorporation of the public library into the 20th Century society based upon the success of the New England Institute. Not to continue to build upon this Institute would be a disservice not only to the participants, but also to the profession as well. It is, therefore, our sincere hope that the participants and the faculty and all those who were effected by the New England Institute will continue to be able to develop creative change in order to continue the impact of the Institute by means of developing the network as suggested in the follow-up proposal.

FEEDBACK TEAM'S EVALUATION REPORT

"REACHING THE UNREACHED"

10/1/70

Contents:

General Evaluation
Supportive Data
Conclusion

INTRODUCTION

Between August 30 and September 4, 1970, a workshop devoted to the non-user of library services was held at Springfield College. Entitled 'Reaching the Unreached' its purpose was to help librarians develop an action program that will help the library encompass more of the non-user in our society. Forty librarians in leadership positions participated; these librarians were selected from each New England state from three levels: state agencies, regional libraries, and local public libraries.

Four of the participants comprised the 'Feedback Team'; we were also part of the group of six librarians who were involved in the Institute planning. As a Feedback Team, it was our job to continuously 'feedback' participants' suggestions to the staff during the institute and to evaluate the institute at its completion. Indeed, we were an integral component of the overall evaluation system, in that we continually evaluated the institute, frequently altering the agenda to meet the expressed needs of the participants.

This feedback was collected through the Team's interaction with other participants; through open meetings of the Feedback Team, often with the staff; and through tabulation of the feedback sheets, on which participants daily responded to questions concerning the program's effectiveness.

This report is the Feedback Team's evaluation of the Institute. Unless otherwise noted, the evaluatory comments are a reflection of the tabulated responses from the feedback sheets, which are attached; they do not reflect the personal opinions or feelings of the individual feedback team members, but those of the participants. The Evaluation concerns itself only with the one-week program, not with the follow-up at NELA; also, the evaluation and the tabulation do not consider the comments regarding the physical facilities.

GENERAL EVALUATION

Background

Prior to their arrival, participants were asked to complete a survey form and bring it with them to the Institute's first session; the form asked two questions concerning current outreach programs and non-user groups. This evaluation does not concern itself with this survey, other than to note that the forms have been tabulated and are attached.

During the Institute itself, the participants were asked to complete six feedback sheets -- one at the end of each day, and a final feedback form on Friday. The Team composed the feedback sheets daily, the text being determined by any alterations in the agenda and the need for different kinds of feedback. In this regard, not only evaluatory types of questions were asked, but also questions concerning the agenda for the next day (ex. "What kind of group situation would you prefer to work within to develop your action plan?")

Participants were invited to attend each of the seven meetings of the Feedback Team; some of these meetings were with the staff and called Open Design Meetings.

Effectiveness of Feedback Process

A total of 230 completed responses (feedback sheets and survey forms) were collected during the week from the 39 librarians attending the Institute. This is an average of 33 returns per form, or a rate of return of 84%. Also, every participant completed at least two feedback sheets; although names were not required on the completed forms, each participant had a number which could be used on the forms.

The feedback Team members received many comments from participants, particularly after the first two days; however, this type of feedback occurred more often during informal conversations than at meetings. Thus, the feedback process was used extensively by the participants and the sheets do reflect the opinions of most of the participants.

In addition to providing a general evaluation of the Institute, the Team's job was to continually evaluate the program during the week, suggesting changes in the agenda to meet the needs of the librarians. These changes occurred often -- an unscheduled return visit by one of our resource persons; emphasis on developing communication skills and altering the agenda to accomodate this phase; a complete de-emphasis of development of an actual action plan. When feedback indicated a need to change direction, this was told the participants at the morning meeting and they worked with the staff to alter the agenda accordingly.

Questions concerning participants' use of the Team (ex. "Are you using the Team? Is it effective? Is it making the design fit your needs?"etc.) were asked on Sunday, Monday, Tuesday and Thursday evenings' feedback forms. Between 60%and 80% of the responses were positive -- they used the team and found this approach effective; the balance were either undetermined or did not find it useful.

In conclusion the feedback process -- verbal and written -- was used and found useful by most of the participants; it was effective in altering the agenda to meet the expressed needs of the librarians at the Institute.

Staff and Resource Persons

Questions concerning the staff and resource persons were asked on Monday, Wednesday, and Thursday. Comments were made throughout that the staff -- Allen and Conroy -- were most valuable as orgainzers, directors, reviewers, who frequently pulled us together onto a common plateau of understanding.

There was almost total concensus that the four resource persons -- Franklin, Harris, Williams, and Zeevi -- were great assets to the program through their sharing of experiences, clarifying of issues, and offering program advice. Harris was considered the most stimulating.

By Thursday evening, about 65% of the participants indicated that they had made use of the staff and resource persons as consultants.

Methodology

Although not specifically recorded on the feedback sheets, the Team does believe that the 'different' teaching methods were effective. Initially, the methods met with some resistance from the participants, some of whom were not accustomed to the 'free' type of learning situation experienced here. However, by the end of the Institute, most participants (particularly those who had undergone a change of attitude concerning their Library's role) came to appreciate and support this methodology.

With reference to participants' response on the Feedback sheets, criticisms of the methodology were as follows: sessions were too long - 30% felt this way; too much jargonese - 60%; some repetition and drifting from subject - 20%; puzzles and games - 10%. Other less frequent criticisms: "need for time alone to analyze and assimilate; unprepared for teaching techniques; too many interruptions".

Material That Was Made Available

There were three questions -- asked on Monday and Tuesday -- relative to the value of the material that had been distributed and the participants' use of the library(in the dormitory).

About 75% of the participants found the material useful and valuable, although some complained that they had little time to examine it carefully. However, when asked if they had used the library, only 50% said they had; 11 of the 15 who said they had not indicated that they did not have enough time, due to the full schedule.

General Participant Reaction To Institute

Positive

By Wednesday eveing, 22 of the 28 persons responding indicated that their objectives were being met by the Institute. When asked, on Friday, in what ways their objectives were being met by the Institute most successfully, the majority said through the general group interaction and the problem solving approach which they had learned. Both factors were also ranked as their most satisfying experience at the Institute on Tuesday evening's feedback sheet. General group interaction also ranked as the highest 'greatest single learning' from the Institute. The attached tabulations (under supportive data) will elaborate upon this point, particularly question number 2 on Feedback sheet 3.

Eighty per cent indicated, on Friday, that they anticipated a changed behavior in themselves as a result of the Institute, primarily with regards to their general group interaction and interpersonal relationships, and in their approach to problem solving. In terms of personal gain, most participants indicated that new knowledge was the least of the things gained and new attitutes and skills ranked as the most gained. When asked Tuesday evening if they had found the Instutite practical, 25 of the 34 respondees answered affirmatively.

Although not specifically asked or recorded in this fashion, the major strength of the entire program could probably be considered the leadership, direction, and advice given by the staff and resource persons.

Negative

Cited as the least satisfactory experience of the program, was the quandary most participants experienced on Tuesday; this was recorded on Tuesday evening. Specifically, the participants were referring to a general state of confusion, because some did not understand the point of the learning experience or how they could use it. For many of the participants, this led to distrust of leadership, suspicion of the feedback team, and a general frustration with the entire process. However, by Friday, most of this chaotic state had dissipated, once most of the participants realized that the quandary they faced Tuesday was primarily due to the fact that they were experiencing a change of attitude in a learning situation entirely foreign to what most were accustomed to.

The greatest weakness of the Institute, if it indeed could be considered a valid criticism, is that two of the original Institute objectives -- to develop a model of an action plan and to plan for an approach for implementing the plan -- were not met. The fact that they were not met can be documented through responses on the Feedback sheets and participants' comments. 18 of the 23 participants, who responded to the question 'What did you not achieve that you hoped for from the Institute', indicated a model of their action program; this was recorded on Friday. Also, when asked at what point they were in their action plans, only 5 were actually working on their program; 11 were establishing objectives, and 14 were establishing needs.

However, as noted earlier, the participants had an opportunity to revise the agenda through comments to the Team and the staff. In the above case, this was done. On Thursday, the participants, when asked collectively, decided to continue with the general group interaction and interpersonal relationship exercises, rather than proceed with the development of the action plan. In this regard, the fact that action plans were part of the original objectives and were not developed is not a completely valid criticism, because the action the participants took on Thursday to alter the agenda was, indeed, an alteration of the objectives.

SUMMARY OF SURVEY FORMS

QUESTION 1. WHAT ARE THE CURRENT "OUTREACH" PROGRAMS CONDUCTED BY LIBRARIES IN YOUR COMMUNITY? HOW EFFECTIVE ARE THEY?

A. Selected replies:

"Taking books to the playground of a large trailer park..."

"Helped plan and established Mini Library at TOPS (Teenagers for Productive Services), a black group of youngsters ... hopefully will establish similar situation for Spanish speaking."

"Drug Information Center"

"Neighborhood Reading program by 12-14 year olds for little children in housing developments, etc."

"Stoop-storytelling programs in lower class and lower middle class neighborhoods during summers and school vacation periods."

"Foreign language paperbacks - 6 languages, popular type, on store racks..."

"Mothers' Roundtable - for parents of preschool story hour children. Held at library and in housing projects. Also Babysitters' Training Class and Good Grooming for Girls held both at library and housing projects. Cooperated with local anti-poverty program on several of these."

"Taping oral history of city - by senior citizens."

"Street storytelling in the summer months."

"Varied programs for children in the branches which concentrate on the children planning and participating in many of the activities, i.e., creative dramatics, arts, puppet clubs, rock concerts."

"Paperback collections in community centers."

"Planned programs for classes of exceptional children who visit the library on a weekly or biweekly schedule."

"Brochure-mailer placed on display in beauty parlors, barber shops, YMCA, courthouse jury room, hospitals, doctors, dentists offices along with stands that held library paperbacks that are to be used in the areas mentioned."

"Spanish language books at community center...Spanish speaking library aide at center - tells stories, talks with patrons, etc. (6 hours weekly)."

"Collection at Senior Citizens Center...large type."

"Bookmobile program for Model Cities neighborhood area."

"Classes being conducted for Spanish speaking."

"Audio-Visual Foreign Language Materials Center...serious users learning English as second language, then French, Spanish and Russian...many out-of-town residents making use of center...a staff member hired for this center."

"Adult Literacy Workshop for (1) older people who left school early, (2) those with mental or physical disabilities, (3) foreign born who need assistance in English...program set up on a 1 to 1 basis...tutors have received training...use made of informal reading inventory and McGrath test of reading skill."

"Media Center for Model Cities Learning Center...will provide paperbacks, magazines, listening stations for language study, contemporary and classical music, TV, slides, films, displays."

"Instruction in the art of storytelling by the Head of Children's Services. Four courses given 1969-July 1970."

"Provide films from State Library to nursing homes and county farm prison."

"Exhibit books at the local town meeting and at the county fair."

"Service to nursing homes and the elderly: books and periodicals are placed in each of the city's five nursing homes and its elderly housing project. In addition, film programs, both in French and English, are shown biweekly in these facilities."

"Aids for the handicapped are distributed extensively: bed specks, magni-viewers, talking book machines, and page turners are loaned to individual patrons from this library. This equipment is borrowed at no charge from the State Library; local referrals are made by our health department and area optometrists."

"Story hours, film programs and orientation classes at the Head Start Centers, elementary schools, and in local churches..."

"Paperback Book Project...staff hired...to place over ten thousand paperbacks at ten different locations throughout the Model Cities Neighborhood -- in bar rooms, beauty parlors, laundro-mats, and any other place where neighborhood residents congregate frequently and informally."

"Spanish language paperbacks."

"Hired neighborhood people to stimulate use of branches."

"Recent and current 'outreach' programs includes: storyhours, music, dance, puppetry, and singalongs, presented at these locations: Project Alert, Sandtern Road, Children's Center, Poor People's Park, India Point Park...DSLS has also made possible a program of long loans of hardcover and paperbacks to Poor People's Park, the Neighborhood Youth Corps, and the Afro-Arts Center...Both storyhour and book loan programs have been received enthusiastically."

"Business man's special: weekly book review for local business men on their coffee break...coffee served from 9:30-10:30, book review promptly at 10:00."

"Arm Chair Travel Club for Senior Citizens: film and travel talk...6-week sessions spring and fall."

"Traveling Art Exhibits"

"Annual survey of library users: effective for identifying who was and who was not using the library by age, sex, geographic distribution, and so on."

"Special work is done with agencies that train homemaker aides."

"Exhibits of black art are shown in the library in connection with the black artist association."

"Story hours and contests - K - 6 ... have instituted new format - story-telling and dance interpretation of same."

"Efforts at providing services to groups by (1) compiling a directory of nonprofit community organizations, and (2) bibliography of any and all possible planning document for use by city departments, agencies, etc."

"Working with community programs ... health, tutoring, summer thing..."

"Flyers to new residents."

"Bookmobile stops to 6 or 7 inner city and housing project areas... film showings on sidewalk in good weather, in storefront in bad, to attract potential users to the only evening bookmobile stop."

"Community Collections in Neighborhood Youth Corps storefront, a housing project, and community center... Youth Corps and housing project collections run by users. All community collections are high-interest, low-reading-level collections ... The community center collection has records, 8mm films, and super 8mm cartridge films."

"A Community Relations Librarian who spends 2/3rds time in outreach work."

B. Tabulation of remainder of replies of a less "outreach" nature:

	SERVICE AND/OR PROGRAM	NUMBER OF REPLIES
a.	Children's Vacation Reading Club	3
b.	Publicity	12
c.	Book booths/branches/stands outside library	4
d.	Service to shut-ins (special materials and equipment)	14
e.	Regularly scheduled programs - speakers, films, etc., in library	14
f.	Story hours (regular type, inside/outside library)	12
g.	A-V media	6
h.	Specialized book deposits (permanent or rotating) in various outlets - fire stations, housing, churches, neighborhood centers, doctors' offices	8
i.	Art exhibits/shows	4
j.	Bookmobile service	5
k.	Access, i.e., change in physical facilities to encourage the non-user	3

QUESTION 2. WHAT NON-USER GROUPS IN YOUR COMMUNITY DO YOU WANT TO REACH AND WHY?

RANK	NON-USER GROUP	NUMBER OF REPLIES
1	Children, students, young adults	27
2	Library dropouts	20
3	Elderly, handicapped, shut-ins	19
4	Business and professional community	18
5a	Low income (urban and rural)	17
5b	Minority groups (race, religion, national origin)	17
5c	Blue collar	17
6	Educationally deprived and functional illiterates	14
7a	Continuing education	8
7b	Government and politics	8

SUMMARY OF FEEDBACK SHEETS

Objectives and Limitations

Selection of data from questionnaires is based upon a value judgement by the feedback team of which questions/responses may be of greatest relevancy for (1) the evaluation of the institute, and (2) the utilization of the data in action programs.

The following limitation is imposed: summaries do not include physical-facility evaluation of the institute. It may be stated here, however, that the concensus of opinion as to accommodations, services, etc. (ETC.!) were highly favorable.

FEEDBACK SHEET #1 (REACTIONS TO SUNDAY EVENING SESSION)

QUESTION 1. WHAT IS YOUR PRIMARY EXPECTATION FROM YOUR PARTICIPATION IN THIS INSTITUTE?

Participants rated, in first order, the following:
- Ideas
- Insights
- Challenge
- Techniques and skills
- Development of action program
- Definition of role of library
- Definition of needs of non-user

Participants rated, in secondary order, the following:
- The setting-up of priorities among diverse groups
- Professional refreshment
- A definition of the user toward defining the non-user
- How to evaluate success

QUESTION 2. WHAT ARE YOUR REACTIONS TO THE OPEN DESIGN MEETING?

Reactions were highly positive: objectives were considered valid, participatory discussion and methodology to bring this about were considered excellent.
The following criticisms were made: use of jargonese, drifting from subject, keeping to schedule, getting to the point.

(QUESTIONS 3 and 4 pertained to physical facilities.)

FEEDBACK SHEET #2 (REACTIONS MONDAY EVENING)

QUESTION 1. ARE YOU USING THE FEEDBACK TEAM?

Yes - 17 No - 14

QUESTION 2. WAS THE MATERIAL PRESENTED BY THE RESOURCE PERSONS VALUABLE TO YOU?

Concensus opinion of the participants rated Zeevi and Harris valuable as stimulating resource persons: Conroy and Allen valuable as organizers, directors, reviewers, who established and pulled us together, at this point, onto a common plateau of understanding. In this context participants found the material presented valuable.

QUESTION 3. IS THE MATERIAL HELPFUL TO YOU?

Yes - 31 No - 0 Undetermined - 2

QUESTION 4. ARE THE SESSIONS TOO LONG?

Yes - 11 No - 22

QUESTION 5. COULD THE METHODS USED IN LAST NIGHT'S MEETING BE IMPROVED? HOW?

Yes - 15 No - 10 Undetermined - 4
(Criticism: repetition, jargon, diffuse, drifting, seats)

QUESTION 6. WHAT KIND OF GROUP SITUATION WOULD YOU PREFER TO WORK WITHIN TO DEVELOP AN ACTION PLAN?

GROUPING FOR ACTION PLAN	TALLY
By State	2
By Size of Community	9
By Type of Library	6
By Non-user Group	18
Other	0

FEEDBACK SHEET #3 (REACTIONS TUESDAY EVENING)

QUESTION 1. ARE YOU FINDING THIS INSTITUTE PRACTICAL?

Yes - 25 No - 3 Indefinite - 6

QUESTION 2. WHAT HAS BEEN THE MOST SATISFACTORY EXPERIENCE FOR YOU SO FAR HERE AT THE INSTITUTE? ... THE LEAST SATISFACTORY?

MOST SATISFACTORY	NUMBER OF REPLIES
General Group Interaction viz., personal contacts talking/thinking swapping ideas "watching librarians' brains grow"	15
Problem Solving Process including problem approach Tuesday Quandary conflict utilization	16
Intergroup and Personal Awareness	2
Work on Action Program	1
Consultant and Resource Guidance viz., Jacke Harris Shim Zeevi Teaching techniques/ learning process/ staff methodology/ group dynamics/ Barbara/ Larry	14

LEAST SATISFACTORY	NUMBER OF REPLIES
Interference with the "Efficiency" Syndrome viz., interruptions repetition puzzles and games time gaps	5

Quandary Tuesday 10
(to each his own viz.)

Physical Flakback 2
food
air conditioning

Opening Session (Sunday eve) 4
too long

Other 6
problem defining problem
found self in black box
"mandatory experience"
unprepared for teaching techniques
need for time alone to analyze/assimilate

QUESTION 3. HAVE YOU FOUND THE FEEDBACK TEAM EFFECTIVE IN MAKING THE DESIGN FIT YOUR NEEDS?

Yes - 17 No, no answer, or untested - 16

QUESTION 4. DO YOU FIND THE HAND-OUTS USEFUL?

Yes - (or will be) - 29 No - 1 Indefinite - 3

QUESTION 5. ARE YOU USING THE ON-SITE LIBRARY? IF NOT, WHY NOT? IF SO, HAS IT BEEN HELPFUL TO YOU?

USE: Yes - 18 No - 15

REASONS FOR NOT USING:
Not enough time - 11
Not motivated - 1
Frightening - 1
Inconvenient - 1

HELPFUL? Yes - 10 No, insufficient time - 6
No, no answer, or indefinite - 8

AND YET ANOTHER VALID RESPONSE: "Yes - we have stored the ironing board, the iron, and our party supplies there."

FEEDBACK SHEET #4 (REACTIONS WEDNESDAY EVENING)

QUESTION 1. DID YOU FIND THE BARBECUE APPROPRIATE TO THE INSTITUTE?

Cursory Selection of Replies:

"Did YOU find the barbecue?"
"What barbecue?"
"Yes - but too many copt out and it was a psuedo barbecue that did not necessarily have to be trucked to the woods."
(ed. note: quoted verbatim)
"Hardly! One calls the Institute a liar -
A barbecue without a fire?
Our leaders? Well, alas, alack
We met when we were coming back.
Without the charcoal's warming glow
That party was just too damn slow!"
"Sorry, I didn't hear the question."
"... the barbecue was a barbecue..."
"Could not attend."

QUESTION 2. WAS THE MATERIAL PRESENTED BY THE RESOURCE PERSONS OF VALUE TO YOU?

a.	FRANKLIN	25 Positive	3 Negative
b.	WILLIAMS	25 Positive	3 Negative
c.	HARRIS	28 Positive	

QUESTION 3. ARE THERE RELEVANT SUBJECT AREAS YOU WISH COVERED BEFORE THE END OF THE INSTITUTE?

18 participants answered "No". (or indicated "no" by a non-answer)

1 completion and airing of action programs
1 plan evaluation
1 recap of Eva Williams' paperback list
5 communications
1 integrated management of the media
1 changing staff attitudes toward total library service
1 stress vs. relaxation, suppression vs. expression their utilization toward effectiveness

QUESTION 4. ARE YOUR OBJECTIVES BEING MET?

Yes - 22 No - 3 Indefinite - 3

QUESTION 5. HOW DO YOU FEEL ABOUT THE INSTITUTE IN TERMS OF IT BEING A "LEARNING COMMUNITY"?

Enthusiastic - 21 Qualified enthusiasts - 8 (moderates)

FEEDBACK SHEET #5 (REACTIONS THURSDAY EVENING)

QUESTION 1. HAVE YOU MADE USE OF THE CONSULTANTS AS RESOURCE PEOPLE? HOW DID THEY HELP? HOW COULD THEIR HELP HAVE BEEN MORE EFFECTIVE?

USED CONSULTANTS:
Yes - 17 No - 10 No answer - 1
(No: consultants too busy - 1; participants too busy - 3)

HOW HELPED:
Program advice, suggestions - 4; clarification - 8; sharing experiences - 4; stimulation - 4.

EFFECTIVENESS:
Reach out to group - 1

QUESTION 2. DO YOU THINK THE FEEDBACK TEAM IS NECESSARY? WHY?

Yes - 14 No - 3 Undetermined - 9

WHY:

Unnecessary because:
Can talk directly to faculty - 1
Process necessary, but questions team-process - 2

Necessary because:
Keeps faculty aware - 3
Built-in and on-going evaluation and allowed for change needs - 6
Easy contact with faculty and expression of feelings of needs - 13

FINAL FEEDBACK FORM (TOTAL INSTITUTE REACTIONS)

QUESTION 1. (Untabulated: physical facility question.)

QUESTION 2. IN WHAT WAYS DID YOU ACHIEVE YOUR OBJECTIVES MOST SUCCESSFULLY?

Problem solving approach/process - 6
Action planning - 3
Role/objectives of librarian - 4
Change strategy - 1
General group interaction/skills/dynamics - 13
Motivation to initiate outreach programs - 2
Identification of non-users and their needs - 3
Program ideas - 3

QUESTION 3. WHAT DID YOU NOT ACHIEVE THAT YOU HOPED FOR FROM THE INSTITUTE? WHY?

Model of an action program - 14
Specific techniques - 1
ABC approach to problems - 1
Spoon-fed solutions - 1
Too short time to develop action plan - 4
Lecture method - structured framework - 1
Specific solutions - 1

Positive reaction, i.e., nothing not achieved - 12

QUESTION 4. DO YOU ANTICIPATE CHANGED BEHAVIOR IN YOURSELF AS A RESULT OF THE INSTITUTE? BE SPECIFIC.

Yes - 23 Hopefully - 3 Possibly - 2

"BE SPECIFIC": (I.E., specific changed behavior)

Strategy for change - 5
General group interaction/awareness/ group process/ interpersonal relationships/ group dynamics - 15
Better listener/communications - 4
Problem analysis/solving process - 7
Identifying library needs of non-users - 2
Trustee involvement - 2
Flexibility/tolerance - 5
Gained confidence - 3
Better understanding of role - 2
Revitalization/motivation - 2
Out of Black Box - 5
Less efficient/more effective - 1
"Stopped thinking about fast-result-gimmicks" - 1

QUESTION 5. WHAT HAS BEEN YOUR GREATEST SINGLE LEARNING FROM THE INSTITUTE?

Flexibility - 4
Here's a beautiful verbatim: "Tolerance had sort of slipped my mind."

General group interaction, ETC. - 12
Here's another beaut: "Games people play."

Out of Black Box - 4

Problem solving/approach processes - 5

Self-understanding/awareness/ role - 5
We are gorgeous: "...a personal awakening..."

Listening - 1

Other - 5 (Could not categorize, so quote)
"...break-through to the realities of change"
"Change in approach in managing library"
"A working definition of 'professional'"
"Renewed faith in fellow librarians" (ed. note: BRAVO!)
"You can get soap if you really need it and want it!"

QUESTION 6. RATE YOUR PERSONAL GAIN IN TERMS OF THE FOLLOWING:

	Most	Keskkerseh?	Least
New Knowledge	12		13
New Skills	20		4
New Attitudes	23	1	2
New Behaviors	16	1	5

THERE WERE COMMENTS RE. Q. 6
VIZ. New-behavior-syndrome:
"that depends" - 1
"time will tell" - 4
"don't know" - 1

OTHER COMMENTS (USE REVERSE SIDE IF NEEDED) (ed. note: I suppose this was opportunity for COMMENTS, irrespective type)

HERE THEY ARE:
" ... on educational method: found I learned more easily and fully than by the lecture method alone."

"Very worthwhile. Fabulous staff and resource people."

"The campus ... excellent spot for an institute."

QUESTION 7. WHAT FUTURE INSTITUTES WOULD BE HELPFUL TO YOU?

"Eradication of state and federal paternalism in the era of change" - 1
Audio-Visual - 1
Follow-up/outreach action programs - 7
Sensitivity training - 2
Library administration - 6
Interpersonal/intergroup relationships - 4
Communications - 1
Change strategy - 2
Personnel management - 4
Roles, consultant, regional, state - 2
Goals/objectives syndrome - 2

QUESTION 8. AT WHAT POINT ARE YOU IN YOUR ACTION PLANNING?

Nowhere - 1
Established needs - 14
Established objectives - 12
Worked out/working on program - 5
Worked out implementation steps - 3
Established evaluation process - 0
Completed program - 0

COMMENTS:
"...motivated..." - 5
"Very early on!" - 1
"Back before where I started." (ed. note: but happy) -2

CONCLUSION

In terms of its original objectives and subsequent alterations, the Institute was successful; it met its objectives. In order to do this, however, participants' attitudes had to change; the fact that this attitudinal change occurred cannot be conclusively documented, although a careful examination of the tabulated responses will indicate a general trend among most participants toward a changed attitude relative to their perception of their library's role in their community.

Whether or not this changed attitude will actually result in librarians 'reaching' non-user groups in their communities -- the purpose of the Institute -- cannot be measured at this time. This type of evaluation is a long-range effort, and conclusive feedback would probably not be available for several months or years.

The Feedback Team believes that this report documents the success of the Institute. However, something important occurred which cannot be as easily tabulated; our attitudes toward our libraries changed, we became more aware of our communities. We learned to listen. We believe that it is these intangibles which made this Institute one of the most rewarding learning experiences we have ever encountered. We believe the staff should be commended; their exceptional leadership, foresight, and perception made the Institute successful.

Feedback Team:

Henry Bourgeois
Avis Duckworth
Kathleen Geary
Albert Pereira